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ABSTRACT

The purpose of this guidebook is to encourage activities advisors and directors to teach their student advisees, in the regular classroom setting, how to become effective leaders, and to provide school administrators and curriculum directors with a sound rationale for leadership classes. The booklet describes the need for leadership instruction for students, pointing out that leadership, like other skills, must be developed through training. Suggested course objectives, content, and methods of instruction for secondary school leadership classes are outlined. The appendix contains descriptions of leadership programs and courses at four secondary schools. (Author/DS)

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Developing a Student Leadership Class

Sandy Young

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Foreword

The time-honored charge to our schools is to prepare students for viable citizenship and for these young people in turn to assume responsibility for the direction this nation will take in the future. We specifically train plumbers, lawyers, doctors, and engineers, but presently very few schools teach the ingredients of leadership or train students for this vitally important role. This situation must change.

The introduction of leadership classes as part of the curriculum will enable potential leaders to gain the skills necessary to become successful in their student roles and will pave the way for them to use these skills later in life.

In this monograph various suggestions are presented for course content, methods of instruction, and procedures for conducting leadership classes. An appendix of course outlines that have proved successful is also provided. The reader is urged to pick and choose from this information and add ideas of his own for no one curriculum fits all needs.

Perhaps the leadership training offered in your school will provide the skills necessary to take some young man or woman to the Capitol steps on a future January 20, to take the oath to "preserve and defend the Constitution of the United States." In a democratic society one's leadership potential is unlimited and the horizon always within reach.

Owen B. Kiernan
Executive Director
NASSP

Preface

This is a *how to* monograph, written at the request of many NASC/NASAA members who believe, like the author, that our schools need the best student leaders possible.

The purpose of this guidebook is simple: to encourage activities advisers and directors to teach their advisees how to become effective leaders in the regular classroom setting, and to provide a rationale for leadership classes to school administrators and curriculum directors.

The samples in the appendix are actual leadership course outlines used in various school districts throughout the country. It is hoped that the potential leadership class instructor will implement the suggestions contained in this work. All have been tried and found to be successful by advisers in the field.

Many individuals have shared their ideas, course outlines, personal suggestions, and philosophical justifications in this endeavor. The writer is most grateful for these contributions and looks forward to the time when the majority of our educators do more than just *realize* the important role of the schools in developing strong and skillful leaders. By faciliating and encouraging the implementation of leadership training laboratories in the classroom, educators are building the foundation for an improved future for us all.

S.Y.

1. Leadership Class: A Real Need

GOOD LEADERS POSSESS definite traits and skills. But eloquence, self confidence, responsibility and charisma aren't miraculously instilled into a new president by virtue of his accumulating the greatest number of votes. Unfortunately, unlike Uncle Tom's Topsy, good leaders don't just *happen*.

Nearly everyone agrees that leaders are important and are needed. Many large corporations annually recognize and support the discovery and development of America's future leaders. Each academic discipline seeks out its leaders and rewards them with memberships in their elite honorary societies. Educational administrators and teachers take special pride in the varied accomplishments and citations of merit awarded to their student leaders.

Good leaders in every field of endeavor serve as models for achievement and accomplishment. But while aspiring secretaries may practice the tools of their trade in a commercial machines class, and future Einsteins may study the properties of the atom in their high school physics laboratories, few leaders have the opportunity to acquire in the classroom the needed skills for leadership. Fewer still earn academic credit for their involvement in student council or school activities, while school band members, yearbook or weekly newspaper staffs receive practical training as well as graduation credit for their efforts.

Recently, the National Association of Student Councils/National Association of Student Activity Advisers conducted a survey to assess the state of student councils in the United States. It was found that only 18 percent of the schools award academic credit to student council officers or activity leaders for their participation in student activities. It is even more discouraging to note that while 15 percent of the schools offer leadership training classes, one third of these schools fail to provide any credit for the coursework. These data point to a great discrepancy between the verbal approval and support for the growth and development of leaders in the schools on the one hand and the reluctance to actually provide the teacher, facility, materials, training, and credit needed to produce leaders for the future on the other.

Let's take a look at this dilemma and pose some suppositions. Suppose:

- that leaders play an important role in society;
- that leaders are not usually born with the qualities and skills of leadership;

- that the attributes of leadership can be learned in the schools;
- that the classroom offers the best laboratory for learning both the practical and the theoretical aspects of leadership;
- that leadership training ought to be made available as part of the approved curriculum in the schools.

If you agree with the above, and if you would like to intiate a leadership class in your school, be prepared to do a little background work to set the rationale for your course.

The Rationale

Like most new and enthusiastic young teachers, at times frustrated by "the system," the author held the preconceived notion that administrators and curriculum directors were a group of very busy people wrapped up in budgets, board and district regulations, and their own egos. They were the "memo people," the writers of the guidelines and the *modus operandi*. The author never considered that these administrators were once at the front lines themselves and had, perhaps, a large number of battle scars to show for their own early efforts.

The author's prejudice developed further as a sure-fire improvement plan for the social science curriculum was rejected after months of haggling and half-promises. "Impractical," "economically unfeasible," "residual value limited," "overall justification poor" were the final remarks blanketing the defeated proposal.

Since that time, the author has learned to write proposals so that they contain the necessary data and projections and the sound rationale that educational supervisors must have before they can support or approve an addition to a course of study. There are undoubtedly a number of reasons why you contend that a leadership class for your advisees is warranted. Your personal list plus some of the following may provide you with a strong justification for setting up the course.

- Students learn from their peers sometimes even more than from their teachers. Having a classroom full of motivated young people who share aims, ideas, frustrations, successes, and anxieties can provide a wealth of personal growth and intellectual stimulation for the students and the teacher.
- Student council and class leaders devote much before and after school time to providing daily assistance and service to the faculty, students, and administration. Providing class time for project work and leadership training is essential.
- The content of a leadership class (practical training in public speaking, group dynamics, planning and coordination, values clarification, and personal accomplishment includes skills and objectives that are essential to any educational program.

- While errors of judgment and protocol are to be expected from new officers, daily evaluation and suggestions for improvement in a classroom of newcomers helps to ensure fewer mistakes as well as personal growth.
- Trial and error is not always the best way to learn, especially when the errors may adversely effect many others, as when a new student officer fails to perform duties properly because he is untrained. Leadership training is preventive training.
- Student council or class members who work after school are not able to completely involve themselves in project planning or cooperative endeavors. Providing a leadership class period during the regular school day permits their participation.
- Student leaders should be viewed at their best. Where possible untrained leaders should be given an opportunity to learn in a classroom setting the things that are essential to good governing before they face their constituents.

It is important that students practice what they have learned and understand the ways in which their knowledge can be used.

Other examples of rationales are found in the appendix.

2. Course Objectives

WHAT DOES THE leadership class hope to accomplish? Why have it? Begin answering these questions by analyzing your own situation and listing and giving priority to the goals you have for the course. Define the specifics as well as the general objectives, being careful to include both affective and behaviorial expectations. As much as possible, the objectives should be stated in realistic, measureable terms. These objectives may later serve as guidelines or criteria for success as the course is evaluated. Including unrealistic overly optimistic objectives may create some extremely frustrating problems for the eager novice.

Teaching a leadership class can be one of the most rewarding experiences of an adviser's career, but it can also be a most difficult task. It demands much control, coupled with flexibility, and complete involvement with the personalities in the class. The new teacher will have both hands full providing basic instruction and guidance. As a general rule therefore, simple and reachable goals should be included in an initial proposal.

Suggested Objectives

The following course objectives are for a leadership class, "Student Leadership Workshop" at Moline (Ill.) High School.

This course will help students increase their abilities :

- To develop and live by a clear, consistent system of personal values;
- To respect themselves and others;
- To understand and use fundamental concepts about people and how they live together;
- To understand and use knowledge of the basic processes and principles needed to function in American society;
- To work effectively in groups;
- To obtain information and interpret its meaning;
- To analyze and resolve practical problems involving both values and information;
- To recognize what they and others value with respect to school issues and policies;
- To recognize the different viewpoints that students, teachers, and administrators bring to a school problem;
- To clarify conflict situations that arise in school government and to suggest ways to resolve them;

- To identify the sources of power of groups which function in their school;
- To relate student rights and responsibilities to the constitutional rights and responsibilities of American citizens;
- To recognize disagreements and seek compromises in student groups;
- To survey randomly selected classes for student opinions on questions coming before the student government;
- To formulate and follow through procedures to implement a student grievance.[1]

Interest in values and ethical training is fast becoming a trend. The Texas Association of Student Councils' *Training for Effective Leadership* curriculum guide includes a listing of values study objectives.

> To define value, *per se*, something of value, and value system.
>
> To identify and explore those things or concepts which are valued and to understand why.
>
> To identify one's own values.
>
> To analyze one's own value system.
>
> To explore the ramifications of applying one's value system in everyday life and decisions, particularly as this may affect leadership skills and activities.
>
> To consider how and why values or value systems may change relative to society with special attention to changes in values in conjunction with phases in American development.
>
> To interpret the actions and reactions of others in terms of their values.
>
> To distinguish between values and morals (or ethics). (Pp. 1-2.)

Specific and measurable objectives are stated for the "Civic Leadership Training" course published by the California Association of Student Councils:

The student will:

> Illustrate by concrete written examples the importance of leadership training in today's world.
>
> Describe at least five responsibilities that go along with a student government and the authority that established it.
>
> Be able to compare and contrast the similiarities and differences in the powers and duties of the various school organizations.

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1. *Brian G. Knutson, "Student Leadership Workshop" (Course outline for Moline High School, Moline, Ill., 1977).*

List five sources of information on laws and regulations that govern extracurricular and finance activities and describe how to use them.

During a two-week period, write a constitution that can be compared with existing constitutions in content and in effectiveness of language.

Demonstrate a working knowledge of parliamentary procedure by participating in and conducting a mock meeting using proper parliamentary procedure, agenda, minutes, and other standard procedures.

Identify the three leadership types: authoritarian, democratic, and laissez-faire, and explain the differences between them.

List and give examples of 10 leadership traits, qualities, and personalities.

Use the six leadership techniques to solve a given mock situation to the teacher's satisfaction.

Solve a "given problem" using the steps to problem solving and techniques for collecting data.

When given a particular situation, be able to use the decision-making procedure to arrive at a decision.

Lead and work within a "given" committee structure in a mock situation.

Be able to write and complete a simple budget and student body purchase order for a club or class.

Select or design a project from a given list of topics or areas. Using the skills, knowledge, and information obtained from this class, write a formal report and make a 10-minute oral presentation to the class.[2]

There is a tremendous advantage in asking the students who will attend the class to assist in developing course objectives. Four years ago when the author first began teaching a leadership class, the student council group met regularly with her to discuss the course format, content, and objectives prior to the start of the semester. While the skills and leadership techniques, course content, and other related objectives were important, the students themselves gave priority to one item to which the author had not given much thought. Time—to work on projects, to discuss goals and plans, to evaluate their endeavors, to keep up with the rest of their multiple commitments and school involvements—was, they agreed, the essential ingredient. Because these individuals spent so many hours at school, before and after classes, in atheletic, academic, and student activities-related obligations, they wanted class time to offset some of these responsibilities.

Here are a few of the objectives arrived at by the cooperative efforts of their students and their adviser. This joint effort in assessing needs,

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2. *Pat Aboud and Paul Wilson, "Civic Leadership Training" (Course outline for Oberfelt High School, San Jose, Calif., 1974). Originally published by the California Association of Student Councils, #2 Newsletter Supplement, 1974-75.*

priorities, goals and content areas, provided much of the motivation that helped to make the course practical and educationally enriching for all concerned:

- To provide directed time for learning, planning, coordinating, and evaluating school projects and official duties.
- To utilize the leadership period in lieu of free time when necessary and with the prior consent of the adviser, to pursue independent academic and/or personal priorities.
- To encourage the development of creative and untried methods of accomplishing related tasks through directed study and practical experiencing.
- To provide an opportunity to learn and practice parliamentary procedure and alternative forms.
- To assess one's personal and public role as a school leader.

The five course outlines in the appendix provide other examples of instructional objectives that you can adjust to fit your own course.

3. Course Content

WHAT SKILLS, CONCEPTS, and methods of operation should be learned in the leadership course? Where should the line be drawn in determining the amount of time to devote to practical and to academic learnings?

In answering these questions, the teacher should carefully assess each course objective and gear the content to the needs of the students for whom the class is intended. For example, if most of the students are veteran school officers who have already developed public speaking skills but fail completely at record keeping, considerable emphasis must be placed on the mechanics of leadership and student goverance while speech making can be touched only slightly. If, however, few of the students have had any preparatory work, the full gamut of training is necessary.

Most leadership training manuals reviewed in preparing this monograph contain similar course contents which may be grouped into three large categories: basic techniques and skills of leadership and followership, organizational structures and styles, and group processing and personal development.

The following is a very general outline of a suggested course content. You may wish to include all or part of it in your leadership course:

I. Basic Techniques and Skills of Leadership and Followership
   - A. Define Leadership (characteristics and qualities of)
   - B. Leadership Roles (public and private)
   - C. Areas of Responsibility (duty, authority, limitations, and parameters of)
   - D. Skills and Techniques of Leadership (using parliamentary procedure, planning agendas, reporting, minute taking, presiding vs. membership, evaluation, communicating)
   - E. Basic Communications Skills (writing speeches, resolutions, proposals, researching, surveying, public speaking, leading and participating in discussions, reading related materials)
   - F. Followership (the art of, understanding constituents, independent thinking and action)

II. Organizational Structures and Styles
   - A. Styles of Leading (analysis of authoritarian, democratic, and laissez faire leaders)

B. Council Organization
   1. Constitutions (authority and limitations of charters; review of council, class, and club constitutions; purpose of)
   2. School policy (relationship to council and class governments, chain of command of school administration, faculty, departments, students)
   3. Council affiliations (state and national student councils, interschool boards, Board of Education and PTA relationships, etc.)

C. Record keeping (student files, making a quarterly, semester, and annual report, role of the historian)*

D. Budgeting and Bookkeeping
   1. Principles (purpose of, sources of income, receipts, budgeting, using a ledger, accounting process)
   2. Auditing (principles of, purpose of, report to constituents)
   3. Fund raising (planning, collection of monies, accounting, evaluation)

E. Committee System (purpose of, chain of command, functions of members, record keeping and reporting, evaluation)

III. Group Processing and Personal Development

A. Interaction and Human Relationships
   1. Leader to leader, teachers, administrators, staff, students, Board, parents; community
   2. Representing the council on school, local, state, boards, conferences, conventions, etc.

B. Communications (techniques of, public speaking skills, direct involvement with various publics)

C. Problem Solving
   1. Brainstorming
   2. Practicum (using actual school problems; e.g., apathy, vandalsm, smoking)

D. Decision Making
   1. Principles of decision making
   2. Practicum (using actual cases)
   3. Elections (campaigning, rallies, voting)

Some advisers have included other topics to enrich the curriculum. The Prince George's County (Md.) Public Schools have a unit on student rights and responsibilities. It includes directed study in procedures for student

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* *NASSP publishes Student Council Leadership File, a file system containing 17 numbered folders with job descriptions printed on each folder. This file system may serve as a resource unit on council organization and record keeping.*

involvement, rights and responsibilities, interpretation and examination of district policy statements, and a review of district grievance procedures.[3]

Another topic of growing concern is values clarification. In the team-taught student leadership course at O'Connell Junior High School in Lakewood, Colo., the advisers advocate that:

1. Each student leader will be given the opportunity to:
   a. examine his/her value system
   b. freely choose values
   c. vivaciously cherish them
   d. vitally affirm them
   e. positively act on these values.

2. Each student leader will develop the attitude of respect for the values of others while maintaining and/or revising his/her own.[4]

Also at O'Connell Junior High, an analysis of personal styles is made by each student leader. The student examines his personal cumulative file, in which all individualized test scores, academic and anecdotal records are kept. This kind of self-examination can be extremely helpful to the individual if it is handled constructively and with guidance. In addition, each student writes a self case study noting areas where improvement is needed and areas which are satisfactory. The California Tests of Basic Skills and other individual profile instruments are used as part of this self-assessment.

A study of contemporary issues, problems, and leadership styles should be included in the course, enabling students to use nationally and internationally acclaimed personalities as models. By observing such leaders students gain an understanding and appreciation of leadership in an unexpurgated sense, its failures, successes, agonies, and personal fulfillment.

Three other activities merit mention as they call attention to the action-oriented side of the learning situation—the workshop, the independent project, and peer counseling. After the leadership group has acquired some practical and theoretical knowledge of the process of leading, the students should be provided with the opportunity to demonstrate and share their abilities with other school leaders. A student-planned one-day workshop for club or class officers, homeroom representatives, and other interested non-leadership-class students can provide a great incentive for

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3 *Donald F. Murphy,* Student Structures: Moving Toward Student Government *(Reston, Va.: National Association of Secondary School Principals, 1974), p. 19.*

4 *Charles Horn, Thomas Keck, and Joel Livingston, "Student Leadership Class" (Course outline for O'Connell Junior High School, Lakewood, Colo., 1975).*

learning and may serve as a practical method for evaluation at the end of a semester.

Pfanstiehl (1977) lists the basic ingredients needed for workshop planning and coordinating. He emphasizes the necessity of assessing the leadership skills that must be stressed prior to stating objectives for the workshop, and advocates the use of students and in-school talent as workshop instructors.

The independent study report is a method of learning that lends itself and complements almost completely the philosophy of leadership development. Such an activity can be extremely useful in assessing the attitudes of the student body about traditional programs. A prom or athletic event can, for example, be discontinued or determined to be of value according to the student-conducted study. Students will learn in such a project to write an opinion poll, conduct a survey, tabulate responses, extrapolate results, and come to some practicable conclusions based on first-hand quantitive data.

An independent study project can also be academic, as when the student chooses to research the three styles of leadership using historic examples. The student leader is given a challenge to develop and demonstrate responsibility for his personal learning, intellectual inquiry, and improved skills and knowledge, and in so doing derives satisfaction in this achievement, creativity, and self-direction.

Trump (1977) strongly advocates independent study as the ultimate aim of education: "The teacher's goal is to become increasingly dispensible as students develop more responsibility for self-direction, self-analysis, and self-correction (p.137)." Thus, leadership training must include independent exploration and experiencing.

The last item for consideration, peer counseling, should only be included in the course curriculum if the members of the class are mature and advanced in leadership qualities, and if the teacher is experienced with the techniques as defined in the *Complete Handbook of Peer Counseling*.[5] Based on the philosophy that the peer group has the greatest influence on the high school population, the program was originally piloted as a drug prevention project by the U.S. Office of Education and other anti-drug agencies. This student-to-student counseling approach has been successful in preventing other adolescent/school-related problems such as student alcoholism, antisocial behavior, juvenile delinquency and parent-student conflicts. Therefore, a trained student leadership group can be tremendously influential in eliminating or at least diagnosing student discontent and needs for professional follow-up. Be cautioned, however, that a complete understanding of the training, organization, implementation,

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5. *Mimi and Don Samuels*, The Complete Handbook of Peer Counseling *(Miami, Fla.: Fiesta Publishing Corp., 1975)*.

and evaluation of the program procedures should be acquired before attempting such a delicate and sensitive undertaking.

References

Pfanstiehl, Eliot. "Planning Workshops for Leaders." *Student Advocate*, February 1977, pp. 2-3.

Trump, J. Lloyd. *A School For Everyone*. Reston, Va.: National Association of Secondary School Principals, 1977, p. 137.

4. Methods of Instruction and Procedure

WHAT TECHNIQUES OF teaching should be used in leadership training? What kinds of formats and schedules work best in similar programs?

A recent yearbook of the National Society for the Study of Education focused entirely on *the pyschology of teaching methods*. Contributors to the publication researched the basis of learning, the psychology of current trends, and the results of measuring various teaching formulas and methods.[6] Their findings conclude that, like any course offering, a leadership class can best be taught by utilizing a variety of teaching methods. These include the usual—discussion, question and answer, research, lecture, visual material, demonstration, field trips, guest speakers and consultants, written and oral projects, journal writing, and simulation. A lengthy examination of methods and procedures is unnecessary. The sensitive adviser will quickly discover the best way to facilitate learning for his group and will utilize the interests of the class to promote the efficient use of time and effort.

It is most important that the students understand that leadership training is a *class* and must be treated as such. Because the training procedure and course content is so practical and experiential, students may develop the attitude that they need not study or prepare for the course. Taking a few moments to state common goals with the group and personal objectives with each individual can determine the proper tone for the year. Establishing a serious climate is especially essential when instructing up-and-coming leaders. It is wise to spend the first few class meetings discussing the purpose and expectations of the class and arriving at a mutual understanding about the content and objectives to be covered.

Like the instructional methods, leadership class procedures differ according to the objectives of each course. In the course outline used at John F. Kennedy High School in La Palma, Calif., some preliminary questions are asked:

Is it best for a student leadership class to meet daily?

Should course credit be made available?

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6. *N. L. Gage, ed.*, The Psychology of Teaching Methods, *Seventy-fifth Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1976), pp. 1-20.*

Who shall be eligible for membership?
Who shall teach the course?
How shall a student be graded?[7]

The outline author notes that "interviews, precedence, and personal preference" were deciding factors in establishing the following procedures and schedule:

- Time in the classroom is spent in study, research, and discussion of the principles, procedures, and problems involved.
- Time in the classroom situation is devoted to planning, organizing, and working on the details of the curricular activities and their supplemental co-curricular activities.
- The teacher of this class is the adviser to the student body officers, and works closely with the advisers of the other student organizations.
- Class time is divided between meetings with the entire group and classroom experiences in which individual officers work with their adviser, if possible, on current projects. This might include field trips and guest speakers (which could include faculty and outside guests).
- Grades are based on examinations of the material studied, term papers, project reports, adviser's evaluation, attendance, and citizenship.

Suggested Weekly Schedule

Monday	Student Council Meeting—To take care of school business, weekly events, purchase requisitions.
Tuesday	Class instruction, research, and discussion.
Wednesday	Student Council Meeting—same as Monday.
Thursday	Class instruction, research, and discussion. Alternate: Student leaders meet with their faculty advisers to plan for events scheduled and to work on details of their offices.
Friday	Tests, evaluations, working on projects, writing reports, correspondence, record keeping, etc. Alternate: Student Council Meeting—for important business.

Suggested Semester Schedule

First Semester Schedule

First Six Weeks:

- School orientation
- Ratification of clubs

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7 *Bill Jones, "The Student Leadership Class" (Course outline for the Anaheim Union High School District, Anaheim, Calif., n.d.), p. 3.*

- Ratification of budgets
- School finance
- School finance and accounting procedures
- Parliamentary procedures
- Parliamentary procedures and fundamentals of meetings
- Techniques and methods for planning and organizing assemblies, rallies, and social events
- Athletic association rules and sportsmanship

Second Six Weeks:

- Publicity
- Public speaking
- Pre-Christmas planning
- School spirit, morale
- Student leadership in relation to total school program

Third Six Weeks:

- Evaluation of student projects
- School publications
- Election procedures
- Patriotism

Second Semester Schedule

First Six Weeks:

- Review of all co-curricular programs
- Planning school spirit week
- School publications
- Exchange student program

Second Six Weeks:

- Affiliations with various associations
- Campus problems
- Preparation of reports
- Study of financial needs
- Human relations skills
- Structure of local school administration

Third Six Weeks:

- Philanthropic activities
- Group processes
- Develop calendar for the following year
- Preparation for student body elections
- Review of school assembly programs
- Review of student handbook
- Preparation of various budgets

Note in the suggested weekly schedule that the student council meetings are built into this leadership course. This is an excellent format for several

very practical reasons. When all council members are required to take the leadership course, having the student council meeting during the class period eliminates the necessity of having council members released from other classes.

Recent survey results show that 75 percent of the student councils hold their meetings during the school day, although only 15 percent of the councils have leadership classes. Eight percent of the councils meet daily, 44 percent meet once or twice weekly, 36 percent meet twice monthly, and the rest of the councils meet in cycles or when necessary.[8] It is apparent that many students are missing their regular class periods to attend student council meetings during the school day.

The student council meeting can serve as a stage for the demonstration and evaluation of leadership skills learned in the classroom situation such as parliamentary procedure, how to conduct a meeting, public speaking, and notetaking. In the author's leadership course in Hawaii, for example, the student council meeting is held every other Wednesday, during the class period. The few council members who are not enrolled in the leadership class are excused from their regular classes to attend the council meeting. Prior to the council meeting the meeting agenda and proposals are reviewed by the executive board, while the other students are engaged in lobbying and other forms of political activity.

Archbishop Rummel High School in Metairie, La., has a unique leadership course for two different groups. One class is for students who are preselected by the faculty as possessing leadership potential; the other class is restricted to elected and appointed student leaders. In reviewing the course description of each, one can easily see how the course formats are closely related to the needs of the respective groups.

Study in Leadership I includes:

- the basic skills of communication;
- public speaking;
- proper procedures for executing efficient and effective meetings of all varieties;
- debating;
- parliamentary procedures;
- studies of various leadership styles, curricular and co-curricular programming;
- student rights and responsibilities;
- group process and group dynamics;
- self and value discernment;
- brainstorming and problem solving;
- roles, policies, and job descriptions;
- finances;

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8. *Sandy Young, "Survey Results: A Student Council Profile,"* Student Advocate, *May/June 1977, p.2.*

- study on why of school crime;
- developing and determining creative alternatives;
- the role of creative conflict;
- effective listening;
- evaluations;
- the role of the press, legitimate and underground;
- surveys;
- class trips to study local legislators and other agencies;
- group and individual projects and a practicum in field service.

Study in Leadership II includes:

- 50 percent of the student's time working in an active leadership position with her/his organization under the direct supervision of her/his adviser—meeting regularly with her/his adviser to plan, discuss and evaluate her/his work;
- in-depth studies of past and present locales through international leaders and their styles;
- workshops on the varied styles of leadership from Old Testament prophets to models and specific needs of minority leaders, including Afro-Americans, Mexican-Americans, and American Indians;
- the value and experience of role-playing;
- public speaking and debate;
- a survey of local/international crises, outlining the strengths and failures of leaders in given situations;
- the art of teaching a class;
- group evaluations;
- in-depth problem solving;
- individual and group projects geared around current problems of controversy;
- monthly agendas, minutes, and evaluation of all organizational events as well as an in-depth probe into creative conflict and diplomacy. A two-day executive internship with local government and business leaders is also a core element of Leadership II.[9]

Look through the appendix for other examples of procedures and schedules before making a decision on the format for your leadership class. By letting your students help in the planning of the daily routine and procedure, you can ensure their support and appreciation of the materials which are to be learned.

Conclusion

The author's bias is obvious. As an adviser to a group of young people who believe seriously in their functions and endeavors, she envisions the

9 *Ralph F. Navarro, "Student Leadership Class" (Course outline for Archbishop Rummel High School, Metairie, La., 1977).*

leadership class as an essential element of a learning experience that is second to none in developing concerned citizenship. Like an active volcano student leadership potential is massive and power-packed and available for harnessing into constructive forms of energy. If only someone would take the time and effort to tap this natural resource!

A leadership course is not a superfluous expenditure when one considers the morale-boosting and supporting effect a good leadership group can have on an entire school. Nor is there much debate concerning the intrinsic nature versus the acquired trait concepts in relation to leadership. Potential leaders need conditioning and training before they can be outstanding just as a future homemaker, political scientist, or accountant is expected to receive preparatory work while in high school.

So why not utilize existing needs and facilities? Begin now to state your personal rationale and objectives for a leadership development program for your students. With your genuine enthusiasm and your students' motivation to learn, you have a winning combination. Give your leadership group the opportunity to demonstrate to their peers, school community, and themselves the faith you have in their leadership potential.

Appendix

STUDENT LEADERSHIP WORKSHOP*

Purpose:

This course will be concerned with the origins and resolutions of the student government problems; will provide opportunities for students to learn parliamentary procedures, the purpose and organization of their student government association, and the nature of representative government; will emphasize student discussion and interaction; and will provide students with occasions to interview their constituents and to advocate positions. It affords practical experience in democratic leadership through management of student government. Furthermore, it affords student leaders opportunities to develop and practice speaking and writing skills; to improve in peer relationships; to work with peers of diverse backgrounds and attitudes; to recognize the necessity of courtesy, poise, and appearance; to share responsibilities with adults; and, to develop a further appreciation of law and order.

Credit:

Two-semester course, offering one-half unit of social studies credit (¼ credit for each semester) accumulative up to one and one-half units on a pass-fail basis.

Selection of Students:

Any student elected to or randomly selected to the Moline High School Student Congress shall be a student in the student leadership workshop class.

Supervision:

Supervision of the class will be provided by the administrative assistant for student activities.

Organization:

Course content and practical application (operations of Student Congress) will be balanced throughout the year.

Course Objectives:

1. To develop and live by a clear, consistent system of personal values.
2. To respect themselves and others.
3. To understand and use fundamental concepts about people and how they live together.
4. To understand and use knowledge of the basic processes and principles needed to function in American society.
5. To work effectively in groups.
6. To obtain information and interpret its meaning.
7. To analyze and resolve practical problems involving both values and information.
8. To recognize what they and others value with respect to school issues and policies.

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* *By Brian G. Knutson, administrative assistant for student activities, Moline (Ill.) High School.*

9. To recognize the different viewpoints that students, teachers, and administrators bring to a school problem.
10. To clarify conflict situations that arise in school government and to suggest ways to resolve them.
11. To identify the sources of power of groups which function in their school.
12. To relate student rights and responsibilities to the constitutional rights and responsibilities of American citizens.
13. To recognize disagreements and seek compromises in student groups.
14. To survey randomly selected classes for student opinions on questions coming before the student government.
15. To formulate and follow through procedures to implement a student grievance.

Student Evaluation:

Evaluation of student progress will be accomplished, in part, by obtaining student responses to the following tasks. Evaluation will be made by each student, his peers, and the teacher.

1. In what ways did this course help you clarify the things you believe in and value?
2. Describe a problem taken up by the Student Congress this year. Indicate the different viewpoints held by students, teachers, and the principal; suggest two ways of resolving it; describe the sources of power of the group(s) involved.
3. Relate three items in your school district's student-related policies to the relevant sections of the U.S. Constitution.
4. Develop and administer a questionnaire to get at student opinion on one issue facing Student Congress.
5. Describe procedures to be used in carrying out a student grievance.

Course Outline:

I. Organization and Purpose of the Local Student Government Association
   - A. Constitutions and charters
   - B. Officers—powers and duties
   - C. Representatives
   - D. Election procedures
   - E. Committee structure
   - F. General purpose—represent student viewpoint
   - G. Management of school functions—planning homecoming, coordinating student activities, etc.
   - H. Student body finances
     1. Sources of income
     2. Required and optional expenditures
     3. Budgeting
     4. Procedures for collections and expenditures
     5. Record keeping

II. Group Processes
   - A. Working together for a common goal
     1. How small groups operate
     2. How the general assembly operates
     3. How the individual operates
   - B. Rules of operating a structured group—parliamentary procedure
   - C. Shared decision making in committee work
   - D. Problems of status in a group power structure

III. Communications
- A. Techniques of feedback used by delegates to constituents
- B. Committee reports
- C. Public relations activities
- D. Promotion of communications between students and school administration

IV. Conflict Management
- A. Assessment of school climate
- B. Knowledge of power bases and pressure groups
  1. Administrative heirarchy
  2. School system policies and school rules
  3. Faculty organization
  4. Board of education
  5. Parent groups
  6. Student groups
- C. Techniques of mediation

V. Student Rights and Responsibilities
- A. Procedures for student involvement, rights, and responsibilities—using district policy statements
- B. Content of the document
- C. Interpretation of the document to students
- D. Grievance procedures
  1. Within the school
  2. At the central office level

VI. Campus Problems
- A. Building and equipment
- B. Beautification of campus
  1. Daily
  2. Long-term projects

VII. Affiliations with National, State, and Local Associations
- A. National Association of Student Councils
- B. Illinois Association of Student Councils
- C. Illini District
- D. Workshops and conferences

VIII. Public Speaking
- A. Fundamentals of effective speaking
- B. Speech writing
- C. Use of microphone

IX. Leadership
- A. Authoritarian
- B. Democratic
- C. Laissez-faire
- D. Traits and qualities
- E. Techniques
- F. Hazards and problems
- G. Problem solving

STUDENT LEADERSHIP CLASS*

I. *Rationale for a Student Leadership Course in the Junior High School*

The question of whether leaders are born or made has provoked heated discussions for years among those interested in organizational behavior. Are the characteristics of a leader inherent in some individuals at the moment of birth or can the characteristics be learned and developed by the individual?

Each school year hundreds of junior high school age students are elected to positions of leadership for various organizations in their buildings. They are elected for a variety of reasons ranging from native good looks to being the only candidate for the position. Faced with the reality of having been elected some are overjoyed, some are overconfident, some are overwhelmed, and some are just reluctant. Regardless of their mind set, however, each of these students has been charged with the responsibility to *lead*.

Too often these duly elected student leaders are assumed to possess inherent leadership skills. Why were they elected after all if this is not the case? This ill-founded assumption can lead to the student leader becoming a target of criticism for the staff and the student body because he/she fails to live up to pre-conceived ideas of what a leader should be. The student leader is expected to exhibit the values, attitudes, and skills of a leader in spite of the fact this may be his first leadership position. Shouldn't these individuals be given the opportunity to learn, develop, or discover leadership values, attitudes, and skills?

The intent of the junior high school student leadership course will be to offer the elected student leaders an opportunity to learn leadership skills, to investigate their own set of values and attitudes, and to provide the individuals with the opportunity for applying knowledge gained in the course to the coordinating of activities for the organization.

II. *Goals of the Junior High School Leadership Course*

A. To provide the student the opportunity to learn leadership skills in the areas of planning agendas, establishing goals for the organization, working through committees, conducting meetings, writing and reporting the minutes of a meeting, keeping financial records, planning activity calendars, and evaluatng an organization's effectiveness.

B. To provide a learning laboratory for the implementation of leadership skills through direct involvement with student organizations.

C. To provide an opportunity for student leaders from the student council, pep club, cheerleaders, pom-pon girls, honor society, and athletic club to coordinate their organizations' efforts within the total school program.

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* *By Charles Horn, Thomas Keck, and Joel Livingston, O'Connell Junior High School, Lakewood, Colo.*

D. To provide an opportunity for the student leader to gain self-awareness and an appreciation of his own values and attitudes as well as those of others.

E. To provide the student leader with the opportunity to meet and talk with community leaders.

F. To provide the student leader with the opportunity to analyze various leadership styles including his own.

G. To provide the student leader the opportunity to play a role in the identification and solution of problems affecting the school community.

H. To assist the student leader in providing effective leadership for his school organizations.

III. *Course Outline for the Student Leadership Course*

A. Organizational Development

1. Each student leader will be able to assess the needs of his/her organization through the use of survey feedback techniques.
2. Each student leader will be able to work through his/her organization in order to establish goals for the school year and strategies or objectives for achieving these goals.
3. Each student leader will be thoroughly familiar with the concept of shared decision making and will realize the importance of involving the members of their organization in the decision-making process.
4. Each student leader will become thoroughly familiar with the constitution of the organization.
5. Each student leader will be able to use several methods of evaluation to gauge the progress of the organization.

B. Leadership Skills

1. Students will understand and be able to compose a simple meeting agenda using the common order of business outlined in parliamentary procedure.
2. Students will know the three basic principles of parliamentary procedure.
3. Students will know and apply the duties of the presiding officer of a meeting, the secretary, and the treasurer.
4. Students will know and apply the proper form of voting according to *Roberts Rules of Order*.
5. Students will know and apply the proper rules for nomination.
6. Students will understand the four principles that are important to the democratic running of an organization.
7. Students will experience a leadership role in handling a simulated meeting organized according to proper parliamentary procedure.
8. Students will be able to recognize and cope with unproductive groups, thus bringing about productive groups through the study of group characteristics and dynamics, techniques of group leadership and group improvement.

9. Students will know how to observe group process and experience through simulation the productivity or non-productivity of the group.

C. Communication Skills

1. Students will recognize some simple roadblocks which retard communication.
2. Students will be able to actively listen to another person and be able to send messages back indicating an understanding of what is being communicated.
3. Students will recognize self-owned and other-owned problems and respond accordingly.
4. Students will send appropriate "I" messages and understand the rationale for their use.
5. Class members will, through the use of active listening and "I" messages, be able to reduce simple conflicts.

D. Historical Review of Leadership Style

1. Each student leader will understand several major historical theories regarding the origin of leaders and their effect upon history.
2. Each student leader will develop a personal inventory of qualities deemed desirable in leadership personalities.
3. Each student leader will be able to analyze the leadership style and leadership qualities of past and contemporary leaders.
4. Each student leader will have a better understanding of his/her qualities of leadership as compared to the qualiities found in an ideal leader.

E. Analysis of Personal Styles

1. Each student leader will have the opportunity to examine his/her cumulative file which contains CTBS test scores, academic records, and anecdotal records.
2. Each student leader will complete a case study on himself/herself which lists personal strengths and areas in need of growth.
3. Each student leader will have the opportunity to complete a personal profile using the California Test of Basic Skills, the Tennessee Self-Concept Scale, the Lorge Thorndike I.Q. Test, the Kuder Personal Tests, the Gardner Analysis of Personality Survey, and other testing instruments.

F. Value Clarification

1. Each student leader will be given the opportunity to (a) examine his/her value system; (b) freely choose values; (c) vivaciously cherish them; (d) vitally affirm them; and (e) positively act on these values.
2. Each student leader will develop an attitude of respect for the values of others while maintaining and/or revising his/her own.

G. Contemporary Issues and Problems

1. Each student leader will be given the opportunity to review local school and district policies for the purpose of making recommendations.
2. Each student leader will be given the opportunity to become aware of the current issues concerning student's rights and responsibilities.
3. Each student leader will evaluate the leadership course.

CIVIC LEADERSHIP TRAINING*

A. Course Description.

Civic Leadership Training is designed for the student interested in learning the basic concepts of democratic government, leadership skills, parliamentary procedures, group processes, leadership practice and planning, and organization in a laboratory of practical school situations. It affords the student the opportunity to develop speaking and writing skills; to improve in courtesy, confidence, poise, and appearance; to work with peers of diverse backgrounds and attitudes; to share responsibilities with adults; to consider and work with problems of income and expenditures; and to develop an appreciation for law and order.

B. Students.

This one-semester course is an elective for sophomores, juniors, and seniors. Elected and appointed student leaders will be encouraged to enroll. Freshmen may be admitted only by approval of the instructor.

C. Objectives of the Course.

The student will:

1. Illustrate by concrete written examples the importance of leadership training in today's world.
2. Describe at least five responsibilities that go along with a student government and the authority that established it.
3. Be able to compare and contrast the similarities and differences in the powers and duties of the various school organizations.
4. List five sources of information on laws and regulations that govern extracurricular and finance activities and describe how to use them.
5. During a two-week period, write a constitution that can be compared with existing constitutions in content and effectiveness of language.
6. Demonstrate a working knowledge of parliamentary procedure by participating in and conducting a mock meeting using proper parliamentary procedure, agenda, minutes, and other standard procedures.
7. Be able to explain to the teacher's satisfaction the difference between and identify the three leadership types: authoritarian, democratic, and laissez-faire.
8. List and give examples of 10 leadership traits, qualities, and personalities.

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* *By Pat Aboud and Paul Wilson, Oberfelt High School, San Jose, Calif. Originally published by the California Association of Student Councils, #2 Newsletter Supplement, 1974-75.*

9. Use the six leadership techniques to solve a given mock situation to the teacher's satisfaction.
10. Solve a "given problem" using the steps to problem solving and techniques for collecting data.
11. When given a particular situation, be able to use the decision-making procedure to arrive at a decision.
12. Lead and work within a "given" committee structure in a mock situation.
13. Be able to write and complete a simple budget and student body purchase order for a club or class.
14. Select or design a project from a given list of topics or areas. Using the skills, knowledge, and information obtained from this class, write a formal report on it and make a 10-minute oral presentation to the class.

D. Course Content.

1. Orientation and introduction.
   What is leadership training? Background, need, and development of leadership training. The importance of leadership training in today's world.
2. Areas of responsibility of student government in relation to the total school program.
   Authority and responsibilities; relationship to school staff and administration; relationship to community; powers and duties of various school student organizations; powers and duties of various student officers.
3. Laws and regulations that govern extracurricular activities and finance activities.
   State (education code—legislature and state school board); district; local school; student body.
4. Constitutions of school organizations.
   Purpose of constitutions; student body; clubs; writing sample constitutions.
5. Fundamentals of meetings and parliamentary procedures.
   Meetings (standard procedures, agendas, minutes and record keeping, making reports, evaluations); parliamentary procedure (history, application).
6. Leadership.
   Basic concepts and types; leadership traits and qualities; leadership personality; followers; hazards of leadership; problems in a democratic system.
7. Fundaments of group processes.
   Problem solving; brainstorming; decision making; communications; advisory functions; techniques and methods for planning and organizing.
8. Fundamentals of committees.
   Purposes of committees; kinds of committees; things that hold back committee progress; traits of a good committee; duties and responsibilities of members; functions of committees.

9. Finances and budgets.
   Sources of income; required and optional expenditures; fund-raising activities; budgeting school activity monies; processes for collections and expenditures; forms for handling financial matters; club record-keeping; trust funds.
10. Group seminar project reporting.
    Projects to be selected by student with approval of instructor.
11. Practice and use of public speaking.

E. Major Activities.

1. Class discussion.
2. Group and individual reports and projects.
3. Guest speakers and consultants.
4. Field trips.
5. Simulations.
6. Lectures.
7. Visual aids.
8. Reading from handouts, booklets, and selected sources.

F. Methods Used To Help Students Improve Basic Skills.

1. Reading and writing.
   Reading from handouts, booklets, and selected sources; keeping a notebook; conducting research and writing reports; drafting outlines and taking minutes.
2. Oral expression.
   Presentations to the class; group discussions.
3. Mathematics.
   Basic mathematics of budgets; processes of collecting data (statistics).

G. Evaluation of Instruction.

1. Written tests and quizzes.
2. Oral critiques of student performance.
3. Evaluation of behavioral and attitudinal changes in students.
4. Student evaluation of teacher.
5. Written reports.
6. Notebooks.
7. Research projects.
8. Competency of student performance with leadership techniques, skills, and methods.
9. Citizenship and attendance.

THE STUDENT LEADERSHIP CLASS*

Curricular Statement:

The Student Leadership Class, the focal point for the student activity program, shall be a duly credited course within the curricular bounds of the Anaheim Union High School District. Said course shall be offered at each campus; shall be restricted to elected and appointed student leaders; and, shall be guided by the director of activities or a teacher advisor. Students enrolled in the Student Leadership Class shall be granted course credit on the same basis as for comparable time in other classes; the Student Leadership Class shall be considered an elective course and may not be taken in lieu of any required class. This course shall combine classroom instruction with leadership practice in the laboratory of practical school-community situations.

Course Outline:

Following is a course outline which is primarily that which appears in Finnerty's sourcebook[1]; however, the author has taken liberty to add to or delete whenever he thought necessary for a more specific usage in the district.

I. Title of Course
Student Leadership Class.

II. Prerequisites
Class is restricted to elected and appointed student leaders.

III. Limitation
Meets daily at regularly scheduled periods. Limited to 10th, 11th, and 12th grade elected or appointed student leaders.

IV. Credit
Credit is generally granted on the same basis as for comparable time in other classes. Specifically, it shall consist of 10 semester periods.
Students may take the course for credit as often as they are eligible for entrance.

V. Course Description
The purpose of this class is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of tasks associated with the office to which each has been elected. Study includes the responsibility of handling student body monies according to the policies of the Board of Trustees and the legal requirements of the California Education Code. Experiences include representative student

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* *By Bill Jones, assistant principal, Cypress (Calif.) High School, formerly at Kennedy High School, La Palma, Calif.*

1. *Mildred Finnerty, A Source Book for Directors of Activities in California High Schools (Garden Grove, Calif.: Art Vogue Specialities, 1961).*

government, human relationships with the public peer groups, faculty, and the administration of the school. Practice in parliamentary procedure and student government is emphasized. Close relationships with the student leaders of other schools are encouraged through participation in student leadership conferences on district, county, state, and national levels. The director of student activities, or other teachers designated by the principal, shall be the advisor of the student cabinet or council.

VI. General Aims

To develop an understanding of the function and structure of democratic government. To provide a leadership training situation in which students develop an appreciation of the rights, duties and responsibilities of citizenship in a democracy.

To develop an appreciation of democratic group procedures and orderly record keeping.

To develop an understanding and appreciation of individuals and groups with diverse attitudes and backgrounds.

To stimulate high achievement in academic, vocational, and recreational endeavors.

To develop desirable moral and ethical attiudes.

To give recognition to the worth of every individual.

To promote the proper attitude toward one's property, the property of others, as well as school property.

VII. Specific Aims

- To study the student body constitution for form, purpose and content.
- To provide time to perform specific tasks associated with the responsibilities of the particular office.
- To develop an understanding of the purpose and functions of student government in relation to the total school program.
- To study and practice the basic fundamentals of parliamentary procedure.
- To study the techniques of democratic leadership.
- To study school laws and regulations that relate to co-curricular activities.
- To learn and perform the duties of the office for which the student was elected or appointed.
- To actively participate in group meetings and decision making.
- To gain a knowledge of the function of an agenda.
- To develop skill in minute writing, letter writing, committee reporting, evaluative and critical analysis of individual and group efforts, and in oral reporting.
- To learn the importance of advance scheduling of meetings and events into a master plan.
- To learn the fundamentals of student body financial record keeping and budgeting.
- To learn the problem-solving approach.
- To learn to think critically and objectively.
- To learn to evaluate progress in terms of set goals.
- To learn to handle delegated authority and to develop an intelligent respect for the authority of others.

VIII. Course Content

A. Associated Student Body Constitution (content, purpose, structure, adoption, revision)

B. Constitutions of school organizations (evaluation, approval, presentation to Board of Trustees, granting of charters)

C. Powers and duties of the various student organizations

D. Powers and duties of various student officers

E. Laws and regulations that govern co-curricular activities and finance activities

F. Student body finances (sources of income, required and optional expenditures, fund-raising activities, budgeting school activity monies, procedures for collections and expenditures, forms for handling financial matters, sales regulations, record keeping)

G. Parliamentary procedures (history of parliamentary law, principles of procedures, procedures, application)

H. Fundamentals of meetings (standard procedures, agenda-making, defining goals, minute and record keeping, reporting, evaluating)

I. Publicity (oral and written announcements, student handbooks, bulletin board displays, school and community newspapers, posters, radio and television, trophy displays and recognition)

J. Techniques and methods for planning and organizing events

K. Areas of responsibility of student government in relation to the total school program
- To aid in setting citizenship standards
- To develop school pride
- To encourage service to the school
- To promote care of building and equipment
- To investigate infractions of school rules and regulations
- To foster good student-student and student-teacher relations
- To beautify school environment

L. Campus problems (care of building and equipment, beautification of campus, social problems)

M. School spirit and morale
- Factors involved
- Traditions
- School emblems and colors
- School songs and yells
- Full-scale participation
- Sharing leadership roles
- Recognition for academic and athletic achievement
- New student orientation
- Integration of fringe and minority groups

N. Sportsmanship (on the campus, on the athletic field, code of conduct for spectators, interschool, in the community)

O. California Interscholastic Federation and League Rules
- Game schedule regulations
- Eligibility rules
- Financial arrangements

P. Awards
- Purpose
- Types
- System of awards
- Cost
- Values to the individual

Q. School publications (purpose, content, cost, value, frequency of publication, and distribution should be taken into consideration for each publication)

R. Election procedures
- Eligibility regulations
- Publicizing duties and responsibilities of officers
- Nominations
- Voting procedures
- Installation

S. Patriotism

T. Philanthropic activities

U. Exchange student program
1. Purpose
2. Values
3. Organization
4. Participation problems
5. Sponsoring agencies
6. Expected outcomes

V. Affiliations with national, state and local associations
1. National Association of Student Councils
2. California Association of Student Councils
3. Forums
4. Leagues
6. Conferences

W. Structure of local school administration in relation to the curriculum
- The Board of Education
- The superintendent
- The principal and other local administrators
- Authority delegated to student leadership groups and student leaders
- Areas of limited authority delegated to student leadership groups

X. Human relation skills (student-student relations, student-teacher relations, student-parent relations, student-administration relations, student-community relations)

Y. Group processes
- Understanding self and others
- Group-centered leadership
- Group discussion techniques
- Critical thinking
- Evaluations and policies

Z. Public speaking

IX. Procedures

Time in the classroom is spent in study, research, and discussion of the principles, procedures, and problems involved.

Time in classroom situations is devoted to planning, organizing, and working on the details of the curricular activities and their supplemental co-curricular activities. The teacher of this class is the advisor to the student body officers, and works closely with the advisors of the other student organizations.

Class time is divided between meetings with the entire group and classroom experiences in which individual officers work with their advisor, if possible, on current projects. This might include field trips and guest speakers (which could include faculty and outside guests).

Grades are based on examinations of the material studied, term papers, project reports, advisor's evaluation, attendance, and citizenship. Should include development of the total program within the school.

X. Suggested weekly schedule

Monday—Council Meeting—To take care of school business, weekly events, purchase requisitions.

Tuesday—Class instruction, research, and discussion.

Wednesday—A.S.B. Council Meeting—same basically as Monday.

Thursday—Class instruction, research and discussion.

(Alternate: Student leaders meet with their club advisors to plan for events scheduled and to work on details of their offices.)

Friday—Tests, evaluations, working on projects, writing reports, correspondence, record keeping, etc. (Alternate: A.S.B. Meeting—for important business.)

XI. Suggested semester schedule

A. First semester schedule

1. First six weeks
   - School orientation
   - Ratification of clubs
   - Ratification of budgets
   - School finance
   - School finance and accounting procedures
   - Parliamentary procedures and fundamentals of meetings
   - Techniques and methods for planning and organizing assemblies, rallies, and social events
   - California Interscholastic Federation and League rules and sportsmanship

2. Second six weeks

- Publicity
- Public speaking
- Pre-Christmas planning
- School spirit morale
- Student leadership in relation to total school program

3. Third six weeks
   - Evaluation of student projects
   - School publications
   - Election procedures
   - Patriotism

B. Second semester schedule
1. First six weeks
   - Review of all co-curricular programs
   - Planning school spirit week
   - School publications
   - Exchange student program

2. Second six weeks
   - Affiliations with various associations
   - Campus problems
   - Preparation of reports
   - Study of financial needs
   - Human relations skills
   - Structure of local school administration

3. Third six weeks
   - Philanthropic activities
   - Group processes
   - Develop calendar for the following year
   - Preparation for student body elections
   - Review of school assembly programs
   - Review of student handbook
   - Preparation of various budgets

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